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ABSTRACT

A study to identify and compare the attitudes of women and men administrators toward sex characteristics and sex role images and to examine the relationship between administrators' attitudes and the evaluations of women and men as administrators in higher education is presented. Sampling techniques, data collection and analysis methods are discussed. Among findings were that women's and men's attitudes toward sex characteristics were considered liberal, both men and women administrators were liberal in their attitudes toward sex role images, that generally women did not evaluate women and men differently, men differed in their evaluations for 30 percent of the items on the survey, and that the sex of the administrator was not a significant factor in the evaluations. Participant characteristics are described and implications for the theories of leadership and administration are noted. It was concluded, among other things, that there is a positive relationship between the attitudes of men and women administrators toward sex characteristics and sex role images and their evaluations of men and women as administrators in higher education. A bibliography, the survey instrument, and statistical data are appended. (PHR)

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WOMEN AND MEN HIGHER EDUCATION ADMINISTRATORS:

SEX ROLE ATTITUDES AND EVALUATIONS

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I. INTRODUCTION

Background

Very few women have held top-level administrative positions in institutions of higher education. In 1976 there were 154 out of more than 2,500 accredited institutions of higher education where women were chief executive officers. Forty-eight of the women presidents were members of religious orders. No private university was headed by a woman. Three public institutions with enrollments over 10,000 were headed by women ("Women Chief Executive Officers in Colleges and Universities," 1976). More than one-half of the state universities and land-grant colleges did not have women in top-level administrative positions (Arter, 1972). Four percent of the top-level administrators in the highest three levels of administration in 92 California public community colleges were women (Pfiffner, 1972).

There are several reasons why women have not occupied top-level administrative positions in higher education. Discrimination against women has played a major part. In addition to overt discrimination, attitudes toward women as administrators may have been one of the reasons for the few women in administrative positions. In a study of educators' and administrators' attitudes, women appeared more "liberal" in their orientation toward sex role differentiation than men. The men tended to be "conservative" in their viewpoints concerning stereotypic male and female behavior patterns (Silver, Podemski, & Engin, 1977). Women were evaluated lower than men. They were evaluated according to the male model in which successful administrators were viewed as aggressive, competitive, independent, and objective. Women were perceived to be

non-aggressive, dependent, tolerant, and non-competitive (Loring, 1972; Broverman, Vogel, Broverman, Clarkson, & Rosenkrantz, 1972; Rosen & Jerdee, 1974).

Other reasons for the lack of top-level women administrators included such things as the ambivalence women felt about combining careers and family, their conflict in attitudes toward self, their low expectations of themselves, their lack of role models, the pressure of time for married women, and the nepotism rule (Carnegie Commission on Higher Education, 1973; Graham, 1973; Bird, 1968). Women were also motivated to avoid success because of their fear of rejection and the loss of femininity (Horner, 1975). Successful women Presidents and Vice-presidents in large corporations managed to resolve the conflict of the dualities in positions (femininity and the traditionally masculine executive role) by recognizing it and dealing with it (Hennig, 1970).

The Problem

The fact that very few women have been employed in top-level administrative positions should be a concern for women, for society, and for educational institutions responsible for the preparation of women. The discriminatory attitude toward women becoming administrators has been one of the important issues and obstacles for women (Epstein, 1975). If attitudes toward women played an important role in the evaluation of women as administrators in higher education, this situation needed to be addressed. If conservative or stereotypic attitudes led to unfavorable evaluations of women as administrators and if this was used as evidence that women were not as capable as men in the role of a top-level administrator in higher education, this issue needed to be investigated. Although many

studies have been undertaken concerning women faculty members as middle managers, there have been very few dealing directly with women in top-level administrative positions in higher education.

Purpose of the Study

The purpose of this study was to identify and compare the attitudes of women and men administrators toward sex characteristics and sex role images and to examine the relationship between administrators' attitudes and their evaluations of women and men as administrators in higher education. Sex characteristics referred to those qualities typically associated with men and women. Sex role images reflected characteristics and expected behaviors in society and the professions. A "conservative" attitude was defined as "traditional" or "stereotypic" where men are perceived to be aggressive, objective, and competitive, and have more authority in decision making; and women are characterized as being non-aggressive, submissive, and dependent, and have less influence in policy decisions. A "liberal" attitude was defined as "non-traditional" or "non-stereotypic" where men and women were viewed as individuals and were judged by their competence rather than by sex.

Research Questions

The research questions consisted of (1) an identification of the attitudes of women and men administrators toward sex characteristics and sex role images, (2) the similarities and differences between women and men administrators' attitudes, (3) the nature of evaluations of women and men as administrators by women and men administrators, (4) the similarities and differences of evaluations by women and men, and (5) the nature of the

relationship between the attitudes of women and men administrators toward sex characteristics and sex role images and their evaluations of women and men as administrators.

II. METHODOLOGY

Population, Sample, and Sampling Techniques

The population consisted of men and women administrators in four top-level administrative positions representing (1) Presidents; (2) Vice-presidents, Provosts, and Academic Deans; (3) Deans of Schools and Deans of Faculty; and (4) Deans of Students. They had positions in five types of institutions: (1) public co-educational universities, (2) private co-educational universities, (3) public co-educational colleges, (4) private co-educational colleges, and (5) private women's colleges. The institutions were situated in ten states in the northeastern part of the United States. They included Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, Delaware, New Jersey, and Ohio. There were 144 institutions out of 293 that were selected for the study. There were 294 administrators, 152 of whom were men and 142 of whom were women. Eight male administrators were selected from each type of institution and positions except for Deans of Students. It was not possible to select any of them from women's colleges.

A stratified selected sampling technique was used to choose institutions with women administrators. Eight women were selected from each type of institution and position except for President. It was possible to select 22 female Presidents (Kerlinger, 1973).

Instrumentation and Data Collection

Two instruments were used to collect data. They were: (1) A Survey of Attitudes Toward Sex Role Differentiation and (2) Evaluation of Administrators in Higher Education (Form I and II). The first instrument consisted of items relating to sex characteristics and sex role images. Since figures for validity and reliability were not available, a test process was followed for the study. In a pretest situation, a panel of experts consisting of women and men administrators was used to determine construct and content validity for the test items. To obtain a reliability index, a pilot study was conducted. Women and men administrators participated. Fourteen items of the questionnaire were identified as those relating to sex characteristics and 28 relating to sex role images. Eight items referred to demographic information (See Appendix A).

The second instrument, Evaluation of Administrators in Higher Education (Form I and II was developed by the investigator (See Appendix B). It consisted of ten brief incidents or vignettes involving administrators in their administrative role. The vignettes were pretested by using the same panel of experts and a pilot test was done by using the same administrators. The final instrument consisted of ten vignettes. Administrators responded to each vignette by using a five-point scale concerning aggressiveness, objectivity, and quality of decision. Although both forms consisted of vignettes with male and female names for the administrators, the female names in incidents on Form I were changed to male names on Form II and the male names in incidents on Form I were changed to female names on Form II (Balderston, 1975; Chemers & Fiedler, 1974; McGregor, 1966; Cyphert & Ingersoll, 1974).

Two instruments were sent to men and women administrators. A second mailing was followed by a phone call. The instrument, A Survey of Attitudes Toward Sex Role Differentiation, was sent to 294 men and women. The instrument, Evaluation of Administrators in Higher Education (Form I) was sent to half of the women and half of the men administrators. Form II was sent to the other half of men and women. The number of administrators whose responses were usable was 184 or 63 percent.

Analysis of Data

The data for the study were analyzed in relation to the research questions. For the first four questions, frequencies and chi-square statistics were used. The .05 level of significance was adopted for use. The Spearman rank-order correlation showed the relationship among items of two instruments in answer to the fifth question. All analyses were performed by using the Statistical Package for Social Sciences (SPSS, 1975) computer program at the State University of New York at Albany (Tuckman, 1972; Siegel, 1956).

III. FINDINGS, CONCLUSIONS, AND IMPLICATIONS

Findings

The findings of this study are summarized in relation to the research questions and demographic information about the participants. The first research question referred to the attitudes of men and women administrators in higher education toward sex characteristics and sex role images (Tables 1 and 2). Women's attitudes toward sex characteristics were "liberal" in relation to all items relating to sex characteristics on the questionnaire, A Survey of Attitudes Toward Sex Role Differentiation (A/SRD).

Table 1

Percentage of Response and Chi-Square Tests for Items Relating to Sex Characteristics of A Survey of Attitudes Toward Sex Role Differentiation (A/SRD) by Female and Male Respondents

Item	Percentage of Responses for Each Rating											
	Women (N = 98)						Men (N = 86)					
	1 St.Ag.	2 Ag.	3 N	4 Disag.	5 St.Disag.		1 St.Ag.	2 Ag.	3 N	4 Disag.	5 St.Disag.	Chi-Square
2. All right for girls to be "Tomboys," but should change	0	14	23	33	30		1	11	22	50	16	8.3
7. Parents should encourage girls to be less aggressive than boys	1	3	8	33	55		5	6	8	49	33	11.2*
8. Girls should be taught how to be aggressive	42	42	9	7	0		19	49	15	14	4	15.3**
10. Women who use crude language are more unseemly	6	24	25	32	14		4	26	20	36	15	1.5
14. More important for a woman to look attractive	3	9	13	47	28		1	11	11	54	24	1.7
15. Fighting is okay for boys but not for girls	2	7	23	42	26		0	5	23	49	23	2.8
16. Teachers should encourage boys to develop competitiveness	1	27	24	35	13		4	21	27	37	11	2.4
24. Women are more sensitive to human needs	6	29	20	41	4		1	31	15	47	6	4.4*
25. Teachers should teach girls to compete with boys	9	45	22	17	6		5	50	16	26	3	4.6*

Table 1 (continued)

Item	Percentage of Response for Each Rating											
	Women (N = 98)					Men (N = 86)					Chi-Square
	1 St.Ag.	2 Ag.	3 N	4 Disag.	5 St.Disag.	1 St.Ag.	2 Ag.	3 N	4 Disag.	5 St.Disag.	
26. To get ahead, a woman should not appear aggressive	0	9	27	51	13	0	8	19	61	13	2.06
30. Since men are more creative, they should have political power	1	0	2	39	58	1	2	6	48	43	6.9
31. Television shows should represent intelligent women	42	48	8	1	1	20	46	27	6	1	19.8***
37. Women are more attractive when they are gentle	0	12	28	28	33	1	29	20	36	14	16.5**
42. Women are more emotional in their jobs	2	18	19	39	21	5	22	27	40	7	8.9

*P <.05
**P <.01
***P <.001
df = 4

Table 2

Percentage of Response and Chi-Square Tests for Items Relating to Sex Role Images of A Survey of Attitudes Toward Sex Role Differentiation (A/SRD) by Female and Male Respondents

Item	Percentage of Response for Each Rating											
	Women (N = 98)						Men (N = 86)					
	1 St.Ag.	2 Ag.	3 N	4 Disag.	5 St.Disag.		1 St.Ag.	2 Ag.	3 N	4 Disag.	5 St.Disag.	Chi-Square
1. If women were mayors, our cities would be in worse shape	0	0	21	30	50		0	1	35	37	27	11.1*
3. "Chairperson" should be used	13	28	30	17	12		11	15	16	35	23	15.7*
4. Wives should have job skills that are transferable	2	17	22	32	27		0	21	31	35	13	7.6
5. Do away with titles, as Mrs. and Miss	20	27	25	22	6		11	22	24	37	6	6.6
6. Eliminating sex bias should be a major goal	50	34	5	9	2		40	38	7	12	4	2.1
9. The Preamble of the Constitution should read "...that all people..."	8	27	21	22	21		1	15	22	34	28	10.3*
11. The same amount of money should be spent for women's sports	19	32	32	14	3		11	19	26	41	5	18.3**
12. Preference should be given to women administrators as role models	5	29	26	32	8		4	22	13	50	12	9.2
13. Male dominance is inevitable in leadership positions	2	8	4	41	45		1	10	13	49	28	8.8
17. Husbands and wives who work should divide chores	35	44	13	7	1		21	57	14	8	0	5.3

Table 2 (continued)

Item	Percentage of Response for Each Rating											
	Women (N = 98)						Men (N = 86)					
	1 St.Ag.	2 Ag.	3 N	4 Disag.	5 St.Disag.		1 St.Ag.	2 Ag.	3 N	4 Disag.	5 St.Disag.	Chi-Square
18. Consciousness raising about sexism should be part of curriculum	20	44	20	12	3		8	47	17	22	6	8.4
19. When job applicants are equally qualified, woman should be chosen	6	32	28	30	5		2	36	24	20	17	10.1*
20. Boys should participate in extra-curricular activities	1	2	3	39	55		0	2	1	51	45	4.1*
21. People should patronize female professionals	10	11	38	35	6		0	12	22	48	19	20.3***
22. There are some positions for which women are not suited	9	40	14	19	17		8	43	12	28	9	4.02*
23. Half the mayors, etc. should be women	7	16	37	32	8		1	15	16	52	15	17.6**
27. Women have an easier life than men	0	0	14	44	42		0	1	14	58	27	5.7
28. People should use strikes and boycotts	9	32	29	21	9		2	31	27	29	11	4.8
29. Married women should not be in jobs requiring travel	1	5	8	60	26		0	8	6	68	18	3.5
32. Engineering and mathematics are masculine fields	0	4	4	40	52		2	2	11	53	32	11.5*
33. Women are worse automobile drivers than men	0	2	5	35	57		0	7	14	55	24	21.9****

Table 2 (continued)

Item	Percentage of Response for Each Rating											
	Women (N = 98)					Men (N = 86)					Chi-Square
	1 St.Ag.	2 Ag.	3 N	4 Disag.	5 St.Disag.	1 St.Ag.	2 Ag.	3 N	4 Disag.	5 St.Disag.	
34. It is difficult for a woman to become successful in politics	10	48	9	25	8	2	50	8	29	11	5.08
35. College education is less important for girls	0	0	1	20	79	0	2	1	41	56	12.1**
36. Working married women have something wrong with their marriages	0	0	3	21	76	0	0	0	36	64	7.01*
38. Sexism is a serious problem in the U.S.	33	40	16	7	4	20	43	19	17	1	8.6
39. People should boycott businesses where sex discrimination	20	40	30	8	2	11	41	27	20	2	7.1
40. Women should accept the fact that a man's position is more important	1	2	3	40	54	1	1	15	49	34	13.01*
41. We will achieve world peace, when women become leaders	5	7	58	20	9	0	9	38	38	14	14.4**

df = 4
*P <.05
**P <.01
***P <.001
****P <.0001

Female administrators felt that women should be represented as active, intelligent women in leadership positions. They also felt that women should be more assertive and competitive. The findings were similar to findings by Hennig (1970) and Fecher (1972) where women felt they needed to be more aggressive in administrative roles.

For 22 out of 28 items (79 percent), women were considered to be "liberal" in their attitudes toward sex role images. They were "conservative" and "neutral" in relation to 6 out of 28 items (21 percent). The majority of women administrators appeared to be ready to change the image of women in today's world and to assume new and more responsible roles in the professions. They recognized that a college education was important for women in preparation for careers. Their attitudes indicated that women should be able to have careers as well as marriage and family life. In their professional life, they preferred to be identified as professionals rather than by their marital status. They also were not seeking preferential treatment in their positions but preferred to be recognized for their competencies.

Men's attitudes toward sex characteristics were "liberal." They thought that women should be more competitive and aggressive. The male administrators in this study did not tend to have a stereotypic view of women and men whereby aggressiveness and competitiveness were believed to be masculine characteristics. In 18 out of 28 items (64 percent), men were "liberal" in their attitudes toward sex roles. They believed that sexism was a problem and that a college education was important for women. They also were in favor of married women having careers as well as participating in family life. They seemed to be willing to share

responsibilities in the home. They tended to accept women in their professional roles. They were "conservative" toward a very small number of items.

The second research question identified and compared the similarities and differences between the attitudes of men and women administrators toward sex characteristics and sex role images in higher education. Men and women were "liberal" and similar in their attitudes toward sex characteristics. The items referred to more assertiveness and competitiveness of women and better representation of women as intelligent persons in leadership positions.

Men and women administrators were "liberal" in their attitudes toward sex role images since the majority of their responses reflected this attitude. Their responses showed a tendency toward greater equality between men and women and a disbelief in some of the myths about women. Men and women both felt that a college education was important for girls, that married women who wanted to work did not have something wrong with their marriages, that a man's position was not more important than a wife's position, that women were not worse automobile drivers than men, and that engineering and mathematics were not masculine fields. These findings were similar to some of the findings in the study by Silver, Podemski, and Engin (1977) where male and female administrators were "liberal" in their responses.

Men and women administrators were similar in their responses to some items that were considered to be "conservative." They both did not feel that people should necessarily patronize female professionals and that preference should be given to women in top-level administrative positions so that young college women would have good role models. It may

be that they felt women should be judged as individuals and should be promoted because of their competencies and not because of their sex. Although both men and women were "conservative" in relation to a very small number of items, men administrators were a little more "conservative" than women administrators. Men's attitudes toward the use of titles might imply that they are reluctant to accept new titles which denote equality and independence.

The third research question dealt with the evaluations of women and men as administrators by women and men administrators in higher education (Table 3). Women were similar in their evaluations of women and men administrators for 23 out of 30 items (77 percent) on EAHE - Form I and II regardless of the sex of the administrator. The female respondents appeared to view the incidents as administrators who did not allow the sex of the individual to influence their evaluations. It was interesting that they thought the President who gave first choice to a woman was aggressive and made a good decision. They felt that the male administrator was objective and that the female was subjective. Their evaluation may have been influenced by the fact that the candidate was of the same sex as the respondent.

The women differed in their evaluations for seven (23 percent) of the items on EAHE - Form I and II. In the situation where first choice was given to a woman, they felt that the male administrator was objective and the female was subjective. They apparently felt the female Dean was influenced by the fact that the candidate was the same sex as she. For the incident where the Dean who did not employ a husband-wife team for one position, the women thought the female Dean was aggressive and

Table 3

Percentage of Response and Chi-square Tests for Items of Evaluation of Administrators in Higher Education (EAIHE, Forms I and II) by Female and Male Respondents

Item	Comparison	Percentage of Response for Each Rating																			
		Form I										Form II									
		Women (N = 46)					Men (N = 38)					Chi Sq.	Women (N = 52)					Men (N = 48)					Chi Sq.
		1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5	
I. Dean-faculty appointment	A	22	65	11	2	0	8	82	5	5	0	4.7	33	64	4	0	0	34	55	11	0	0	1.9
Form I - Female role	B	2	37	7	41	13	2	19	14	57	8	4.3	0	31	2	49	18	7	15	11	50	17	9.1
Form II - Male role	C	4	35	22	35	4	14	38	19	30	0	3.4	6	35	12	43	4	8	27	25	35	4	3.5
II. Dean-curriculum study	A	13	63	17	7	0	5	73	22	0	0	4.1	4	75	10	10	2	4	71	19	4	2	2.6
Form I - Male role	B	2	52	11	30	4	3	61	19	17	0	4.5	8	35	8	44	6	4	48	8	35	4	2.2
Form II - Female role	C	35	35	4	22	4	14	68	11	8	0	13.4**	39	29	8	23	2	21	58	6	13	2	9.3*
III. Vice-president-maternity leave	A	0	20	39	30	11	3	14	32	43	8	3.0	2	23	27	42	6	0	15	30	46	9	2.1
Form I - Female role	B	4	35	33	28	0	0	31	43	23	3	3.7	0	39	25	33	4	0	37	35	22	7	2.2
Form II - Male role	C	11	22	33	33	2	3	19	33	42	3	2.3	2	35	25	29	10	6	19	29	38	8	4.3
IV. President-budget cut	A	17	46	22	13	2	13	40	11	26	11	6.4	21	65	2	8	4	15	58	17	8	2	7.1
Form I - Male role	B	11	37	28	22	2	8	22	42	22	6	3.2	15	33	17	29	6	10	44	17	27	2	2.5
Form II - Female role	C	15	22	22	35	7	8	8	3	57	24	15.6*	12	33	6	37	14	6	40	13	33	8	3.0
V. President-student disruption	A	27	51	20	2	0	21	58	18	3	0	.49	27	60	10	2	2	19	71	8	2	0	2.2
Form I - Female role	B	20	58	9	7	7	19	47	14	17	3	3.3	21	54	10	8	8	2	69	2	27	0	20.0***
Form II - Male role	C	20	49	7	16	9	30	46	0	19	5	3.8	35	37	10	15	4	15	60	8	10	6	7.8

Table 3 (continued)

Item	Dimension	Percentage of Response for Each Rating																				
		Form I											Form II									
		Women (N = 46)					Men (N = 38)					Chi Sq.	Women (N = 52)					Men (N = 48)					Chi Sq.
		1	2	3	4	5	1	2	3	4	5		1	2	3	4	5	1	2	3	4	5	
VI. President-selection of Dean	A	13	44	37	7	0	6	26	57	9	3	6.0	16	53	28	4	0	11	50	39	0	0	3.3
Form I - Male role	B	22	24	22	26	7	0	32	38	24	6	9.8*	14	23	15	46	2	0	36	16	47	2	7.4
Form II- Female role	C	26	24	17	30	2	3	35	44	15	3	14.3**	21	31	19	27	2	15	39	20	24	2	1.1
VII. Vice-president-research grant	A	22	50	20	9	0	11	52	21	3	0	3.8	29	44	21	6	0	34	48	17	11	0	1.3
Form I - Female role	B	7	24	15	46	9	0	44	6	39	11	7.0	10	17	8	62	4	2	28	13	50	7	5.1
Form II- Male role	C	22	30	11	28	9	11	51	11	22	5	4.4	17	35	14	29	6	11	45	9	30	6	2.0
VIII. Dean-husband-wife candidates	A	11	15	33	33	9	8	27	14	38	14	5.3	6	52	14	25	4	4	56	13	23	4	.28
Form I - Male role	B	2	26	26	28	17	0	40	20	26	14	2.4	12	41	6	35	6	6	40	13	35	6	2.0
Form II- Female role	C	11	15	15	37	22	6	28	8	39	19	3.1	12	35	12	35	8	13	27	13	44	4	1.6
IX. President-administrative reorganization	A	2	7	13	31	47	6	0	8	39	47	3.8	2	4	4	35	55	0	4	2	50	44	3.0
Form I - Female role	B	0	2	22	42	33	9	3	0	61	27	13.0*	0	0	8	35	57	0	2	11	52	35	5.5
Form II-Male role	C	0	0	2	31	67	6	0	3	40	51	3.8	0	0	2	17	80	0	2	0	46	52	11.0*
X. Dean-dormitory living	A	2	39	41	13	4	6	39	36	14	6	.84	4	54	29	8	6	0	63	27	6	4	2.4
Form I - Male role	B	2	59	28	9	2	3	54	14	26	3	5.5	6	60	19	12	4	0	65	23	13	0	4.9
Form II- Female role	C	11	52	13	20	4	3	51	17	23	6	2.1	15	50	8	19	8	17	56	10	15	2	2.3

* $P < .05$; ** $P < .01$; *** $P < .001$
A - Aggressiveness (1=very aggressive; 5=very passive)
B - Objectivity (1=very objective; 5= very subjective)
C - Quality (1=excellent; 5=very poor)
df = 4

and objective, and they thought the decision was good. They believed that the male Dean was passive and subjective and that the decision was poor. They may have felt that the female Dean's behavior and decision had to be determined by policy and procedure since she was dealing with sensitive, new issues. The wife was the same sex as the Dean and the nepotism issue was an important item. Women felt that the male Dean was passive and subjective and that the decision was poor. They may have felt that the male Dean was prejudiced because he was dealing with the opposite sex. They may also have felt that he was traditional in his attitudes.

In the large majority of items, women did not evaluate women and men differently. There were no similar studies concerning men and women administrators to which this study could be compared. There were other studies where men and women were evaluated. In the study by Pheterson, Kiesler, and Goldberg (1971), paintings by men and women were shown to college women who evaluated them. Women valued male work more highly than female work. In the study by Isaacs (1974) women did not devaluate the work of women.

Men were similar in their evaluations of women and men administrators for 21 out of 30 (70 percent) items on EAHE - Form I and II regardless of the sex of the administrator. In the situation concerning maternity leave, they thought that the Vice-president was passive and that the decision was poor. They also felt that the administrator who would not employ the husband-wife team made a poor decision. This reflected their "liberal" attitude toward sex roles.

The men differed in their evaluations for nine (30 percent) of the items on EAHE - Form I and II. In the case concerning maternity leave, they were neutral about the female Vice-president's objectivity. They tended to think the man was objective; however, a large number were also neutral. They may have thought that a leave with salary should be given but they may have felt there were constraints, such as policy and limited time in which to make a decision. They believed that the female President who held to her budget cuts was objective and they were neutral about the male President. They thought her decision was good and his was poor. They may have felt that a female President might tend to follow policy and procedure more than a man would. If the men held a traditional view, they might have expected the male President to be more aggressive in making a decision that deviated from procedure. If they held a liberal view, they might have expected the same behavior from a man and woman.

In the situation where the woman was given first choice in a position, the men felt that the female President was aggressive and subjective and that the decision was good. They were neutral about the male President in relation to his aggressiveness, objectivity, and decision. The men might have rated the female President as subjective because the candidate and she were the same sex. They may have been neutral about the man's behavior because they were reluctant to see a decision made on the basis of sex rather than on other criteria. They may have felt that the female President showed courage by her aggressiveness in hiring a woman candidate.

They thought the female Dean who did not employ the husband-wife team was aggressive and objective; while they felt that the male Dean

was passive and they were divided about his objectivity. An equal number felt that he was objective and subjective. The fact that they rated the decisions in both cases as poor might reflect a "liberal" attitude toward new roles for men and women. The "liberal" attitude might also account for their evaluation of the male Dean as passive and their divided rating for his objectivity. In the case of the female Dean they may have felt that she was making her decision according to existing policy and procedure.

The fourth research question referred to the similarities and differences between the evaluations of women and men as administrators by men and women administrators in higher education (Table 3). There were similar ratings for 23 out of 30 items (77 percent) on EAHE - Form I by men and women administrators. There were similar ratings for 26 out of 30 items (87 percent) on EAHE - Form II. They were similar in their ratings for eight items relating to dimension A (aggressiveness), in five items relating to dimension B (objectivity), and in six items relating to dimension C (decision). They were similar in their ratings for all three dimensions for four vignettes on both forms.

The fact that men and women administrators were so similar in their evaluations of men and women as administrators demonstrated that sex of the administrator in the incidents was not a significant factor in the evaluations. There was no evidence of discrimination because of sex. These findings were compared to findings in other studies although the studies did not relate directly to the evaluation of administrators in higher education. These findings were similar to Chapman's (1975) study where leadership styles of supervisors were not related to masculine

or feminine sex role stereotypes. They differed from the study by Isaacs (1974) where the investigator found that men evaluated women lower than men. Isaacs found, however, that women did not devaluate the work of women. She also found that men evaluated the women higher when they believed that the women had doctorates. The findings of this study also differed from the study by Pheterson, Kiesler, and Goldberg (1971) where women also evaluated women lower than men. They did, however, evaluate women higher when they thought their work represented persons who were successful and when they had appropriate degrees. This might be a factor in this study since the women had successful careers in administration and had the proper credentials.

Men and women administrators differed in their evaluations of seven items (23 percent) on EAHE - Form I and four items (13 percent) on EAHE - Form II. They differed on both forms in relation to three vignettes, III, VI, and VIII. All three involved a woman besides the administrator in the incident. In III, the women may have felt that the female Vice-president was objective because she used existing policy as a guide in making the decision and was not influenced by the sex of the faculty member.

On Form I, men and women differed in their evaluations of all three dimensions of VI. Women felt that the male President was aggressive and objective and that the decision was good. Men felt neutral about all three dimensions. They both may have felt that other criteria should have been considered besides sex in making a decision concerning the appointment of a professional. Men and women also differed on the evaluation of VIII. The women thought the male administrator was subjective

and the men were neutral about him. Their "liberal" attitudes were reflected in the evaluation of the decision.

The fifth research question referred to the nature of the relationship between the attitudes of men and women administrators toward sex characteristics and sex role images and their evaluations of women and men as administrators in higher education (Tables 4 and 5). For men administrators there were 38 (9 percent) significant correlations ($P < .05$) among items of sex characteristics of A/SRD and EAHE - Form I and 39 (9 percent) significant correlations ($P < .05$) among items of sex characteristics of A/SRD and EAHE - Form II. The sex characteristics which referred to competitiveness, assertiveness, creativity, aggressiveness, and emotionality correlated significantly ($P < .05$) with the greatest number of items on EAHE - Form I and II. Men administrators' "liberal" attitudes toward sex characteristics and sex role images were reflected in their evaluations. The majority of men were similar in their evaluations of men and women administrators.

For men administrators there were 102 (12 percent) significant correlations ($P < .05$) between items of sex role images of A/SRD and EAHE - Form I and 122 (15 percent) between items of sex role images of A/SRD and EAHE - Form II. The items which correlated with the greatest number of items of EAHE - Form I and II referred to the use of "Chairperson" for women, the use of boycotts and strikes to gain equal rights, the difficulty for women in politics, and giving preference to women so that they might serve as role models. Men were "conservative" in relation to the use of "Chairperson," the use of boycotts and strikes, and preference to women so that they could serve as role models. They were

Table 4

Significant Correlations of Items Relating to Sex Characteristics of A Survey of Attitudes Toward Sex Role Differentiation (A/SRD) and Evaluation of Administrators in Higher Education (EAHE - Form I and II) for Female and Male Respondents

Item - A/SRD	Item - EAHE (Form I)		Item - EAHE (Form II)	
	Female	Male	Female	Male
2	IVC	IIA, IVC, XA	IIIA, IVA, VA, VB, VC**, VIIC, VIIIB, VIIIC*	IIIC, VIIA
7	IXC	IIIA, VC	IIA	VB, VIIA
8	IIC, VA*	IC, IIC*, IIIB, IVB	IB, IVB*, IVC, VIIA, VIIIC, IXA, IXC	IIIB
10	IC, IIA, IVA** IVC*, VB, VIA*, VIIA, VIIIB	IVC*, VIA*	IIIA*, IVB, VC	IA
14		IC, IVA, VB, VIIC	IA, IC, IIIB, IVB, VA, VIA, VIC	IB, IIC, IIIB, IIIC, IXC
15	VIIIA, VIIIC, IXA	VIA	IC*, IIIA, IIIB, IVA, IVC* VB, VC*, VIIIC	VIIC
16	IC, IIA, VC**, VIIIB, VIIIC	VIIA	IC, IIIB, IVC	VB*, VC**
24	XA*	IIB, VC	VIA, VIIA*, XB	IC
25	IB, VIIB, VIIC	IIIB, VB, VIIA, VIIC	IB*, IC, IVC, VIIB	IIIB*, VIIIC, IXA
26	VIIIA, VIIIC	IB	IB, IC, VIB, VIIIA, IXC	IIC, IIIB, IXB*
30	VA	VIA*, XB	VIIB, XB, XC	IA, IVB, VB, VC, VIA

Table 4 (continued)

Item - A/SRD	Item - EAHE (Form I)		Item - EAHE (Form II)	
	Female	Male	Female	Male
31	IB, IC, VA, VIIA, VIIIB, VIIIC	IIIB, VIIA*, VIIC, VIIIA	IIIC, VC, VIIA*, IXA, IXB	VB, VC*, VIIC*, XB*
37	IVC, VIIB, VIIC, VIIIC, IXA, XC	IB*, IC, IIIB, IIIC, IVC*	IIA, IIIA*, IVB*, IVC**, VIIIC, XB, XC	IB, IIIB, VIIIB, VIIIC
42	IVA	IVC, VC, VIA	IIB, VIA, XB, XC	IIIB, IIIC, IVA, VIIIC, IXB*

P<.05
*P<.01
**P<.001

Table 5

Significant Correlations of Items Relating to Sex Role Images of A Survey of Attitudes Toward Sex Role Differentiation (A/SRD) and Evaluation of Administrators in Higher Education (EAHE - Form I and II) for Female and Male Respondents

Item - A/SRD	Item - EAHE (Form I)		Item - EAHE (Form II)	
	Female	Male	Female	Male
1	VIB, VIC*, VIIA, VIIIC, IXA	VIB, VIC	IIC, IVA, VA	IIIC, VIIIC, IXB
3	IA, IC, IVC, VIIIC*	IB, IIA, IIB* IIIB, IVB, VB*, VC*, VIA, VIIC	IIB, IIIA, VB*, VC*, VIA, VIIIA*, XC	VIB
4	IIA, IIIA*, IIIC*, IVA, IVC**, VB, VC, VIIIA, VIIIB, VIIIC**	IC, XA, XC*	IIIB*, XA, XC	IIC, IVA, VIC, XA
5	IVB, IVC**, VIC, VIIIC**, IXB	IIA, IIIB, VIIB, VIIIA, IXB	IIIA, VC, VIA, VIIIB, IXA, XB*, XC*	VB, VC
6	IIIA, IIIB	IC, IIC, IIIB*, VIB	IB, IVA, VIIIB, XC	IVB, VIB, VIIA, IXC
9	IA, IIIB, IVB, XB, XC		VIIB, VIIIB**, VIIIC*	IC*, IIA, IVA, VIB, VIC
11	IC, IIIC, VB, VIIA, IXA	IVB*, IIIB*, VIA, VIB, VIIIA	VC, IXB, XA, XB	IIIC*, IVA, VC, VIB, IXA, IXC
12	IC, IIA, VA, VIIA*, VIIB, VIIC*, VIIIC, XA*, XC	IB, IC, IIA, IVA, VIIA**	IIIC*, VB, VIIC*, IXA	IB, IIC, IIIB*, IIIC*, VA, VC*, VIIIA*, VIIIC**
13		IVA, VIIIB, IA	IIA, IIIA, IIIB, VC, XA	IIB, VIA**, VIB, VIC, IXB

Table 5 (continued)

Item - A/SRD	Item - EAHE (Form I)		Item - EAHE (Form II)	
	Female	Male	Female	Male
17	VIIIA, XA	IIC, XA*, XC	IIC, IVB, IVC, VB	IIIB*, IIIC*, VIC
18	IVB, IVC, VIIB, XA, XC*	IIB, VIB*, VIC*, VIIIA	IVC, VC	IIIB*, VB, VC, VIIIC*
19	IIA, VB, VC, XC	IIIB, IVB, VIA, VIIC*, VIIIA, VIIIC, IXB	IIB, VIIA, VIIC, XC	IIIB, IIIC, VB, VC**, VIIC, VIIIC*
20	IVC, VIA, XC*	VA, XB**	IVA*, VA, XA*, XB, XC*	IA, VIIA, VIIB
21	VB, VC	VIA, VIIB, IXB	IIIB, XB, XC	VA, VC, VIIIC*
22	IIA, IVB, IVC**, VB, VIA*, VIIIA*, VIIIC, IXB	IVA, VB*, VA*, VIIA	IIIC, VC*, VIA*, VIIIC	IIIA, VB, VC, VIIIA*, VIIIC**
23	VB, VC, VIIIA, VIIIC**	IC, IIC	IIA, IIB, IIC*, VC, VIIA*, VIIIA*	VB, VC*, XA
27	IXA	IIIB, IIIC*, VIIC	IIB, VIIB*, XA	VIB, XB
28	IA, IVB, IVC, VB*, VC, VIA, VIB, VIIIC*	IIIB*, IVC, VIIC*, IXA*, IXB*	IB, IC*, IIIA, XB, XC	IIC, IIIA*, VB, VC**, VIIA. VIIIC, XB
29	IIA, IVC**, VIA*, VIB*, VIC, VIIIC, IXB	IVC, VA, VIA	IVC**, VB, IXB	IIA, IIIB*, IIIC*, VA*
32	VIB	IIIB, IVC*, VIA, XA	IB*, IC*, IIB, IIC, VA, IXC*	IC, VIB
33	IIC, VA, VIIA, VIIIA, IXB	IVC, VIA*	IVB, VIC, XB	IIB, IIIA, VIIIA, VIIIB, VIIIC*, IXB

Table 5 (continued)

Item - A/SRD	Item - EAHE (Form I)		Item - EAHE (Form II)	
	Female	Male	Female	Male
34	IA, VIIB, IXB	IIA, IIB, IIC*, IVA, VIB, VIIC, XA	IIIA, VIIIB, XA*, XC	IVC, XA
35	VC, VIIA	IIA*, VIIC, IIIB, IVC, IXA	IB, VIIB, IXA, XB, XC	IIIC, VA, VIIC, VIIIC*
36	IVA, VIIA*	IC, VIA, VIIB	VIIB, XA, XB*, XC*	IIIA, IIIC, IVB, IVC, VIIC*
38	VB, VIIIB, VIIIC*	IIIB*, IVC*, VIIIB	IIB, IIIA*, IVA, VIIIB, XA, XB*, XC*	IB**, IIIC**, VC, VIB, VIIIC*
39	IIB, IVB, IVC*, VB*, VC*, VIIIC*, XB		IIC, IVA, VIC, VIIIA, XC	VB*, VC**, VIB, IIIB, VIIIC*, IXA, XB
40	IVC*, VIA*, IXA	IIA*, VB, VC, VIA	VIIB, XB	IA*, IIA, IIC, IIIA, IIIB, IVB, VB, VC, VIIA
41	VIC	IIC, VIA	VIA, VIIA*	IIC, IIIB, VIIA

P <.05
*P <.01
**P <.001

"liberal" in their attitudes toward the other items. Their evaluations tended to reflect the fact that they were "liberal" in their attitudes toward sex characteristics and sex role images.

For women administrators there were 40 (10 percent) significant correlations ($P < .05$) among items relating to sex characteristics of A/SRD and items of EAHE - Form I. There were 68 (16 percent) significant correlations ($P < .05$) among items relating to sex characteristics of A/SRD and items of EAHE - Form II. The items that correlated significantly with the greatest number of items of EAHE - Form I related to competitiveness, aggressiveness, gentleness, and the use of strong language. The items that correlated significantly with the greatest number of items of EAHE - Form II referred to such characteristics as assertiveness in women, competitiveness, and the importance of looking attractive. The items of EAHE referred to decisions that were not all based on accepted policy or procedure. They also involved women in various roles. The evaluations by women administrators reflected their "liberal" attitudes toward sex characteristics.

For women administrators there were 117 (14 percent) significiant correlations ($P < .05$) among items relating to sex role images of A/SRD and items of EAHE - Form I. On Form II, there were also 117 (14 percent) significant correlations ($P < .05$) among the items. The items that correlated with the greatest number of items of EAHE - Form I and II referred to equality in roles, discrimination, sexism, myths about women, titles such as "Mrs." and "Miss," roles in marriage and family, and leadership positions. "Liberal" attitudes of women administrators were

reflected in the similarities in the evaluations of men and women as administrators.

Characteristics of Participants

There were no women Presidents of private co-educational universities in Northeastern United States. There was one female President of a public co-educational university and five female Presidents of public co-educational colleges. The greatest number of female Presidents were in private co-educational and private women's colleges. The existence of the small number of Presidents in educational institutions was similar to the findings in other studies (Arter, 1972; Mattes, 1973; and "Women Chief Executive Officers in Colleges and Universities," 1976).

The women administrators (62.2 percent) with doctoral degrees represented a larger percent than the findings reported in studies by Bayer and Astin (1975), Arter (1972), and Pfiffner (1972). One reason for the larger percentage of women with doctoral degrees may be the fact that more women have been preparing themselves for administration. They may have seen a greater possibility for such positions since the advent of new legislation guarding against discrimination due to sex.

Almost ten times as many women as men never married. Twice as many women as men were divorced and five times as many were separated or widowed. These findings were similar to findings in the study by Ohlbaum (1971) where women have had to choose between marriage and professional careers. Approximately six times as many women as men had no children. More women than men had one child. A much greater percentage of men than women had two, three, and four or more children. This again may imply that women have had to choose between family life and careers.

Implications

The findings of the study have implications for the practice of men and women in their roles as administrators. The findings also have implications for theories of leadership and administration.

Men and women administrators were "liberal" in their attitudes toward sex characteristics and sex role images. In the few areas where they were "conservative," male administrators were more "conservative" than female administrators. The fact that women were "liberal" may imply that women administrators in higher education were similar to the women who were heads of corporations in the study of Hennig (1970) in that they resolved the conflict of duality in positions by dealing with femininity and the traditionally masculine executive role. The "liberal" attitudes of male administrators were very different from the attitudes of men in other studies. Male administrators may feel that women can be as successful as men in administrative positions.

The fact that male and female administrators were "liberal" in their attitudes might imply that, in the future, the administration model will not be viewed as a male model but a model for administrators without reference to the sex of the individual. Less emphasis, therefore, may need to be placed on changing attitudes and more emphasis may need to be directed toward obtaining equal access to positions in administration.

The evaluations by men and women did not show evidence that women were evaluated differently from men as administrators. Male and female administrators were similar in their evaluations. This might imply that they evaluate administrators according to criteria for effective performance as an administrator including such items as effectiveness in decision making, communications, leadership, conflict-resolution, problem-solving, use of knowledge in administration, and educational planning.

Since they will be judged by their competence, women will have to come to their administrative positions with a very good knowledge of administrative theory and the ability to apply it in carrying out their responsibilities. Women cannot expect to be employed because of their sex and because there are few women in administration. This has implications for their educational preparation which must include a knowledge of such things as theories of administration, management, finance, legislation, budget, fund-raising, curriculum planning, and communication. More women also need to study for doctoral degrees.

Since there was a positive relationship between attitudes toward sex characteristics and sex role images and evaluations of men and women as administrators, one might assume that changes may take place in administrative roles in the future. If men are becoming more "liberal" in their attitudes and are tending to evaluate women as administrators rather than as women, there may be more opportunities for women to enter the field of administration. Women will need to plan for their careers and gain the necessary education and experience.

As more women enter administrative positions in higher education, roles in administration may change. Leadership styles may change. Relationships may also change. Women may help to change the fact that they need to choose between a career and marriage and family. The feminine characteristics such as sensitivity, sympathy, and consideration may be incorporated into the administration model so that it no longer will be viewed as a male model. There is a need to study the roles of male and female administrators and their leadership styles and behavior.

Conclusions

Men and women administrators in higher education are "liberal" and

similar in their attitudes toward sex characteristics and sex role images. In the items where they are "conservative" in their attitudes, men are a little more "conservative" than women. They have a non-traditional or non-stereotypic perception toward sex characteristics and sex role images. They view men and women as individuals with more equalization and overlapping of their behavior and without clear distinctions between the sex characteristics and role images. In addition, they judge their performance by competence rather than by sex.

Sex of administrators is not a significant factor in the evaluations of men and women as administrators by men and women administrators in higher education. There is no evidence of discrimination because of the sex of the administrator in the evaluations. Men and women administrators are similar in their evaluations of men and women as administrators in higher education. The evaluations by the administrators reflect the fact that their evaluations are based on criteria for evaluation of performance and not on the sex of the administrator.

There is a positive relationship between the attitudes of men and women administrators toward sex characteristics and sex role images and their evaluations of men and women as administrators in higher education. Those respondents who are more "liberal" in their attitudes about women's sex characteristics and role images are more likely to evaluate men and women equally. The sex characteristics and sex role images for women administrators that reflect a "liberal" attitude and most highly correlate with items of evaluations refer to aggressiveness, competition, leadership, equality, and titles. Two specific examples of their relationships follow. For example, women's evaluations of men and women as administrators are similar and show a "liberal" attitude, especially in vignette III where the male and female administrators were judged as inadequate and not

aggressive enough in granting a maternity leave with salary. Their "liberal" attitudes are reflected in their evaluations in vignette VI where the male and female administrators who chose a woman candidate over a male, were aggressive and were making good decisions.

The sex characteristics and sex role images for men administrators that reflect a "liberal" attitude and most highly correlate with items of evaluations also refer to attractiveness, leadership, aggressiveness, creativity, competition, and equality. For example, men's evaluations of male and female administrators are similar and reflect a "liberal" attitude, especially in vignette III where they believed male and female administrators were passive and their decisions were poor when they did not grant a maternity leave with salary. Their "liberal" attitudes are also demonstrated in vignette VIII where they thought the administrators' decisions were poor when they decided not to employ a husband-wife team for one position.

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APPENDIX A

A Survey of Attitudes Toward Sex Role Differentiation (A/SRD)

A SURVEY OF ATTITUDES TOWARD SEX ROLE DIFFERENTIATION

Directions

The statements in this survey are concerned with the way you feel about the differences between males and females and the social roles you perceive to be appropriate. The best answer to each statement is your honest personal opinion.

We have tried to cover many points of view. You may find yourself agreeing strongly with some statements, disagreeing just as strongly with others, and in mild agreement or disagreement with others. Whether you agree or disagree with any statement, you can be sure that many other people feel the same way that you do.

Indicate your own opinion of each statement by marking the appropriate space on the answer sheet according to the following code:

1 = strongly agree
2 = agree
3 = neither agree nor disagree
4 = disagree
5 = strongly disagree

NOTE: Mark ONLY the numerical answers to the questionnaire. Please be sure to answer all questions, from 1 to 50.

PILOT INSTRUMENT
(Form II)

by

Ann Engin
Richard Podemski
Paula Silver
and the
University Council for Educational Administration

© June, 1976

1 = strongly agree
2 = agree
3 = neither agree nor disagree
4 = disagree
5 = strongly disagree

1. If women were mayors, our cities would be in even worse shape than they are now.

*2. It is alright for girls to be "tomboys," but they should change their behavior when they become teenagers.

3. "Chairperson" should be used in preference to "Chairman."

4. Wives should have job skills that are easily transferrable so that they can find work wherever their husbands find attractive career opportunities.

5. We should do away with such titles as Mrs. and Miss because a woman's marital status is not relevant to her professional interactions.

6. Eliminating sexual bias should be a major goal of the schools right now.

*7. Parents should encourage girls to be less aggressive than boys.

*8. Girls should be taught how to be assertive.

9. The Preamble to the Constitution should be changed to read: "We hold these truths to be self-evident that all people are created equal....."

*10. Women who use crude language and tell off-color jokes are more unseemly than men who do the same.

11. There should be the same amount of money spent for women's spectator sports as men's spectator sports.

12. Preference should be given to women in top level administrative positions in higher education so that young college women will have good role models.

13. Male dominance of leadership positions is inevitable.

*14. It is more important for a woman than for a man to look attractive.

*15. Fighting is okay for boys, but not for girls.

*16. Teachers should encourage boys to develop qualities such as competitiveness and aggressiveness.

17. Husbands and wives who both work should divide household chores equally.

18. Consciousness raising about sexism should be part of the school curriculum.

19. When job applicants for administrative positions are equally qualified, the employer should choose the woman rather than the man.

20. Boys should have better opportunities than girls to participate in extra-curricular activities, since this is training for later leadership positions.

21. People should seek to patronize female professionals (doctors, lawyers) in order to help them to gain prominence in their fields.

22. There are some positions in today's world for which women are not suited.

23. In order to have political equality in this country, about half the mayors, senators and governors should be women.

*24. Women are more sensitive than men to individual human needs.

*25. Teachers should teach girls to compete with boys throughout school life.

*26. If a woman wants to get ahead, she should not appear aggressive.

27. Women have a much easier life than men.

28. People should use strikes and boycotts, when reasoning fails, to gain equal rights for women.

29. Married women should not be hired for jobs that require extensive travel.

*30. Since men are the more creative and daring thinkers, they should have the political power.

*31. Television shows and commercials should be changed to represent active, intelligent women in leadership positions.

32. Engineering and mathematics are essentially masculine fields.

33. Women are generally worse automobile drivers than men are.

34. It is difficult for a woman to become successful in politics because she's a woman.

35. College education is less important for girls than for boys.

36. Married women who want to work, even though it isn't an economic necessity, have something wrong with their marriages.

*37. Women are more attractive when they are gentle and softspoken than when they are assertive and outspoken.

38. Sexism is a serious problem in the United States.

39. People should boycott business enterprises in which employment sex discrimination is practiced.

40. Women should be counseled to accept the fact that, when she's married, a man's position is more important than a woman's position.

41. We will be more likely to achieve world peace when women become leaders in national-level politics.

*42. Women are more emotional in their jobs than men.

NOTE: For each of the following items, please mark the appropriate number on the answer sheet.

43. Sex
1. male
2. female

44. Age
1. under 21
2. 22-30
3. 31-40
4. 41-50
5. 51 or over

45. Type of institution in which working
1. Public co-ed. university
2. Private co-ed. university
3. Public co-ed. college
4. Private co-ed. college
5. Private women's college

46. Present position
1. President or Chancellor
2. Vice-president or Provost
3. Academic Dean
4. Dean of a School or Dean of Faculty
5. Dean of Students

47. Marital status
1. married
2. never married
3. divorced or permanently separated
4. widowed or widowered

48. Highest degree earned
1. high school diploma
2. Bachelor's degree
3. Master's degree
4. Specialist degree or certificate
5. Doctoral degree

49. Number of children
1. none
2. one
3. two
4. three
5. four or more

50. Years of experience in administration
1. none
2. 1-2 years
3. 3-5 years
4. 6-10 years
5. more than 10 years

*-Sex Characteristics
Others-sex role images

A/SRDE
ANSWER SHEET

Please circle the appropriate number for each of the statements on the preceding pages according to the following code:

1=strongly agree
2=agree
3=neither agree nor disagree
4=disagree
5=strongly disagree

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5
16.	1	2	3	4	5
17.	1	2	3	4	5
18.	1	2	3	4	5
19.	1	2	3	4	5
20.	1	2	3	4	5
21.	1	2	3	4	5
22.	1	2	3	4	5
23.	1	2	3	4	5
24.	1	2	3	4	5
25.	1	2	3	4	5

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
26.	1	2	3	4	5
27.	1	2	3	4	5
28.	1	2	3	4	5
29.	1	2	3	4	5
30.	1	2	3	4	5
31.	1	2	3	4	5
32.	1	2	3	4	5
33.	1	2	3	4	5
34.	1	2	3	4	5
35.	1	2	3	4	5
36.	1	2	3	4	5
37.	1	2	3	4	5
38.	1	2	3	4	5
39.	1	2	3	4	5
40.	1	2	3	4	5
41.	1	2	3	4	5
42.	1	2	3	4	5
43.	1	2	3	4	5
44.	1	2	3	4	5
45.	1	2	3	4	5
46.	1	2	3	4	5
47.	1	2	3	4	5
48.	1	2	3	4	5
49.	1	2	3	4	5
50.	1	2	3	4	5

EVALUATION OF ADMINISTRATORS IN HIGHER EDUCATION (EAHE)

Directions

The vignettes are situations in which top-level administrators find themselves. They include incidents where administrators may appear aggressive or passive and objective or subjective. They consist of decisions made by the administrators that may vary in degree from excellent to poor.

Please respond to the questionnaire according to "your own criteria" and by indicating your own opinion. Place a circle around the appropriate number on the answer sheet according to the following code. Please respond to A, B, and C in relation to each vignette.

I. A.	1 very aggressive	2 aggressive	3 neutral	4 passive	5 very passive
B.	1 very objective	2 objective	3 neutral	4 subjective	5 very subjective
C.	1 excellent	2 good	3 neutral	4 poor	5 very poor

RETURN ANSWER SHEETS ONLY

All information will be kept confidential

1977 - Olga Andruskiw

ANSWER SHEET

EVALUATION OF ADMINISTRATORS IN HIGHER EDUCATION (EAHE)

I. A.	1 very aggressive	2 aggressive	3 neutral	4 passive	5 very passive
B.	1 very objective	2 objective	3 neutral	4 subjective	5 very subjective
C.	1 excellent	2 good	3 neutral	4 poor	5 very poor
II. A.	1 very aggressive	2 aggressive	3 neutral	4 passive	5 very passive
B.	1 very objective	2 objective	3 neutral	4 subjective	5 very subjective
C.	1 excellent	2 good	3 neutral	4 poor	5 very poor
III. A.	1 very aggressive	2 aggressive	3 neutral	4 passive	5 very passive
B.	1 very objective	2 objective	3 neutral	4 subjective	5 very subjective
C.	1 excellent	2 good	3 neutral	4 poor	5 very poor
IV. A.	1 very aggressive	2 aggressive	3 neutral	4 passive	5 very passive
B.	1 very objective	2 objective	3 neutral	4 subjective	5 very subjective
C.	1 excellent	2 good	3 neutral	4 poor	5 very poor

		1	2	3	4	5
V.	A.	very aggressive	aggressive	neutral	passive	very passive
	B.	very objective	objective	neutral	subjective	very subjective
	C.	excellent	good	neutral	poor	very poor
VI.	A.	very aggressive	aggressive	neutral	passive	very passive
	B.	very objective	objective	neutral	subjective	very subjective
	C.	excellent	good	neutral	poor	very poor
VII.	A.	very aggressive	aggressive	neutral	passive	very passive
	B.	very objective	objective	neutral	subjective	very subjective
	C.	excellent	good	neutral	poor	very poor
VIII.	A.	very aggressive	aggressive	neutral	passive	very passive
	B.	very objective	objective	neutral	subjective	very subjective
	C.	excellent	good	neutral	poor	very poor

		1	2	3	4	5
IX.	A.	very aggressive	aggressive	neutral	passive	very passive
	B.	very objective	objective	neutral	subjective	very subjective
	C.	excellent	good	neutral	poor	very poor

		1	2	3	4	5
X.	A.	very aggressive	aggressive	neutral	passive	very passive
	B.	very objective	objective	neutral	subjective	very subjective
	C.	excellent	good	neutral	poor	very poor

APPENDIX B

Evaluation of Administrators in Higher Education (EAHE - Form I)

EVALUATION OF ADMINISTRATORS IN HIGHER EDUCATION
(EAHE - FORM I)

I. The faculty position for Assistant Professor of Psychology in a large public university was advertised in the Chronicle of Higher Education as well as other appropriate places. Over 150 persons applied. All of the candidates' records were reviewed by the Faculty Screening Committee. Five candidates were interviewed and collectively ranked. The faculty selection committee recommended the top two candidates to Dr. Emily Brown, the Dean of the School. Dr. Brown decided to employ the third person on the list because she felt that that person seemed to have more potential for contributing to the university.

II. Dr. John Perkins is the Academic Dean at a small liberal arts college with some professional departments. The College is concerned about the decrease in enrollment, the higher cost of operating the institution, the rising cost of living, and the general economy. In light of these problems, the College decided to review its curriculum and its programs and formed a Curriculum Committee to do the work. The Dean was very interested in introducing the concept of a non-traditional approach for adult learners who were interested in part-time and full-time study. Dr. Perkins decided to work with one department that was interested in the idea and have that department bring its plans to the Curriculum Committee.

III. Dr. Margaret Gilbert, Vice-president of a college, was presented with a request for a semester's leave by one of the faculty members. The faculty member who was expecting a baby at the beginning of the spring semester wished to spend time caring for the child. She requested that she be given the same compensation as a person who might be on leave because of illness. The female faculty members strongly supported the idea and suggested that a policy be established allowing a woman a leave of absence with compensation. Dr. Gilbert decided to allow the faculty member to take a leave without compensation because there was no policy concerning that situation at present.

IV. Dr. William Bender, President of a large public university, was notified that the budget for the next year would be drastically cut. He was faced with the problem of eliminating programs, letting faculty go, cutting down on resources, and finding ways of operating the plant with less expense. The President, after meeting with the Vice-presidents and chief financial officer, decided to request that all Deans of the various schools submit their budgets with an agreed-upon percentage cut to the Vice-president of Academic Affairs. Some of the Deans objected stating that it would be difficult to apply the same percentage of cut in budget to all schools. Dr. Bender held to his decision concerning the budget cut.

V. Dr. Mary Clark, President of a large university, arrived at the institution from a fund raising trip. That evening the students decided to stage a demonstration in front of the President's residence because of some decisions that were made concerning increase in tuition and changes in housing regulations at the university. The President was surprised that the students were demonstrating because they had been involved in the discussions through the appropriate committees. The demonstration became noisy and the students started to throw rocks. Several windows were broken. The President called the police to take the more disruptive students away. She also issued a statement notifying the students that they would have to conform to the policies that the University had stated in relation to student disorder before their demands would be heard.

VI. Since the Dean of Faculty had resigned, Dr. Kirk Hatfield, President of a large university, delegated the responsibility of the recruitment of a new Dean to the Selection Committee. After the Committee had followed accepted policy and procedures, it recommended to the President two persons. One was a woman with a doctorate in administration and experience as a chair-person of the department of teacher education in a small liberal arts college. The other was a man with a doctorate in English and experience as a chairperson of the English department in a large university. Dr. Hatfield decided to give first choice to the woman candidate.

VII. Dr. Barbara Reed, Vice-president, has responsibility for allocating resources to the schools of the university. The Vice-president has a special fund for research studies and projects. In order to decide which professional schools would receive funds for the next year, the Vice-president asked the Deans of three schools to submit proposals. The Dean of one school presented a major reorganization proposal concerning the study and revision of the curriculum. This school had not presented a proposal for the last three years. This proposal was supported by only a minority of the school's faculty. The Dean of the second school presented a minor reorganization proposal concerning a new program that was supported by the majority of the faculty in the school. The Dean of the third school which already had several grants also presented a minor reorganization proposal. Dr. Reed decided to grant the largest amount of the research funds to the first Dean because that Dean needed support in order to create change in the school and because it was the first time in three years that the school had presented any new ideas.

VIII. At a large private university there was a position available in biology. Among the applicants were two persons, a husband and wife team, who applied for the position with the idea that it would be shared by both persons. The Screening Committee recommended the two persons for the position. Dr. Robert Jones, Dean of the School, explored the legal aspects and implications for tenure and promotion. Although the Biology Department was in favor of the idea, the Dean decided that the situation presented too many problems. He decided not to accept the recommendation.

IX. Dr. Martha Perez, President of a small college, after consulting with departments, appointed a President's Task Force to study the administrative organization of the college. The group consisted of leaders from the faculty and administration. The members did a thorough study in which they considered the mission, the resources, and the outcomes. They worked closely with the President and had input from all their constituencies. Their recommendations were accepted by the President and the decisions concerning re-organization of administration were published. Six tenured faculty members were upset by the decisions and confronted the President. They objected because several of the traditional departments were combined to form a smaller number of divisions which would allow for more interdisciplinary functions. Dr. Perez

then decided to retract the decisions and request that another group review the total project.

X. The students at a private co-educational university through their student organization, approached Dr. Peter Sexton, Dean of Students, for permission to have men and women live in the same dormitories. The students presented the Dean with the results of a survey they had conducted on campus which showed a majority of students polled favoring that type of housing. The Dean decided to recommend to the President that men and women could live in the same dormitories on a trial basis for one academic year. The recommendation was accepted. At the end of the fall semester, a representative group of women approached the Dean with a petition requesting that the policy be rescinded and stating their reasons for the request. The Dean's decision was that they continue with the housing as planned for the spring semester and evaluate it at the end of the academic year.